“*Sustaining accelerating rates of achievement in reading comprehension for culturally and linguistically diverse students in the schools of poorer communities is dependent on two developments: the first is the development of professional learning communities focused on critically analysing the effectiveness of instruction, and the second is the fine-tuning of instruction to better meet the learning needs of students in the communities.”(Lai, McNaughton, Amituanai-Toloa, Turner, & Hsiao, 2009)*

*“Data almost never provides answers. Instead, using data leads to more and more focused instruction and to better questions.”(Earl & Katz, 2002)*

*“NZ research has shown that teachers and leaders who examine the implications of evidence of student achievement for their teaching have higher achieving students (H.S. Timperley, Wiseman, & Fung, 2003)*

*“Instructional time is too precious to allow a ‘scattergun’ approach to adolescent literacy teaching as without referring to good assessment information teachers, might, for example, spend valuable classroom time teaching vocabulary that students already know, and neglect to address more pressing needs (or gaps).(Wilson & McNaughton, 2009)*

*“Walqui claims that literacy instruction is most effective when it is ‘amplified, not simplified’ and when it takes place in a ‘high challenge/ high support’ environment”.(Walqui,2006)*

*“Motivation is an important part of reading and writing and students are likely to feel more motivated to read and write when texts and purposes for reading and writing are made relevant to themselves and their own aspirations.”(Wilson and McNaughton, 2009)*

*“As students advance through the grades, many literacy skills and texts are highly specialized and require actions that are relatively unique.”(Shanahan &Shanahan, 2008)*

*“Traditional efforts to encourage every content-area teacher to be a reading teacher by pressing them to teach general-purpose strategies have neither been widely accepted by teachers in the disciplines nor particularly effective in raising reading achievement on a broad scale.” (Shanahan &Shanahan, 2008)*

“*Reading in content area presents special problems because if you don’t know content you will have a difficult time understanding the texts, and if you don’t understand the texts you are unlikely to learn content.”(Lee & Spratley, 2010)*